Research Paper | Education | E-ISSN No : 2454-9916 | Volume : 4 | Issue : 1 | Jan 2018

DR. B. R. AMBEDKAR'S THOUGHTS ON HIGHER EDUCATION

Dr. Rajesh S. Chandanpat

Principal, Shri Kisanrao Khobragade Shikshan Mahavidhayalya, Gadchiroli.
Ex-Dean, Faculty of Education, Gondwana University, Gadchiroli.

ABSTRACT

Dr. B. R. Ambedkar, popularly known as Babasaheb Ambedkar, was one of the architects of Indian Constitution. He was a well known politician and an eminent jurist. Ambedkar's efforts to eradicate the social evil like untouchability and caste restriction were remarkable. The leader, fought for the right of the dalits and other socially backward classes. He was appointed as the first Law Minister in the Cabinet of Jawaharlal Nehru. He posthumously awarded the BharatRatna, India's highest civilian honor in 1990. He was a scholar, jurist and a revolutionist. His contribution ranges from educational reforms made by the British Indian Government in the education system from before independence to the post-Independence era. Dr. Babasaheb Ambedkar, the frontier of Dalits emphasized on the need of education. He compared education with the milk of tigress and added that one who will drink it; won't seat calm.

Dr. Ambedkar in one of his thoughts says, "If one wants to develop the society then he/she need to spread up the. Education eradicates the bias of the people which result on to minimize the exploitation, domination, of those people who try to take the benefit of the so called illiterate people. If the people get knowledge through education then they can face the problems created by the dominators. Education reforms opinions; it tries to remove the wall built among us which is considered as the first stage of our development". This paper discusses his thoughts on higher education and how he has the lion's share in reframing the definition of education amongst the common.

KEYWORDS: Babasaheb Ambedkar & Ambedkar's Thoughts, Views of Education & Higher Education.

INTRODUCTION:
Ambedkar had developed an almost doctrinal belief in must be available to all, irrespective of caste or status. Education is something which ought to be brought within the reach of everyone'. Ambedkar's life and mission itself is a case history of how education can shape a leader and the destiny of the depressed classes the successful and transfomatory character of education, which he represented.

It is the education which is the right weapon to cut the social slavery and it is the education which will enlighten the downtrodden masses to come up and gain social status, economic betterment and political freedom are the views of Ambedkar.

B. R. Ambedkar as is well know the Chairman of the Drafting Committee of the Constitution of India, devoted most of his intellectual, social and political efforts to give expression to his belief in the ideal, "Sarvenah Bhavantu Sukhinah Sarve Santu Niramayah" i.e. the good and prosperity of all and struggled throughout his life for our society.

He strived hard to make education available to all and transformed the mind of people to take education for the betterment of themselves and the society.

Dr. B. R. Amedkar thoughts on Higher Education:
Education is the fountain head for the advancement of any society. An individual is empowered with creative thinking, knowledge, reasoning and compassion for fellow being through education closing the path of education from ones reach is nothing but blinding the person.

Dr Amedkar found that such an unkind act was performed over a section of the society called Dalits and Shurdras and thereby subjugated them to permanent disadvantage in all aspect of life and personality growth.

Dr Ambedkar said, "Higher education, in my opinion, means that, which can enable you to occupy the strategically important places in state administration. Brahmins had to face a lot of opposition and obstacles, but they are overcoming these and progressing ahead". I can't forget, rather I am sad, that many people do not realize that the Caste System is existing in India for centuries because of inequality and a wide gulf of difference in education, and they have forgotten that it is likely to continue for some centuries to come.

This gulf between the education of Brahmins and non-Brahmins will not end just by primary and secondary education. The difference in status between these can only be reduced by higher education. Some non-Brahmins must get highly educated and occupy the strategically important places, which has remained the monopoly of Brahmins since long. I think this is the duty of the State. If the Government can't do it, other institutions must undertake this task". These were the words which rightfully mentions about his attitude towards 'Education for all'.

He mainly emphasized the education as a vital force for individual development and social change. Ambedkar imagined that, education was an instrument for the change of the lives of untouchables. He declared that the elevation of the depressed classes was recognizing to be the cause of all the enlightened people in the country. He thought that education would enlighten his people and bridge the gap between the rich and the poor to which the untouchable belong. For that higher education was must. Higher Education played an important role. It was an effective instrument of mass movement to safeguard life and liberty.

Ambedkar was against the commercialization of education and criticized the existing government of that time. He also opposed the distinction between undergraduate teaching and postgraduate teaching. Ambedkar also stressed the importance of research in the universities. The separation of postgraduate work from undergraduate work means the separation of teaching from research. But it is obvious that, where research is divorced from teaching, research must suffer, Ambedkar voluntary efforts also included educational modernization.

His philosophy of education must be discussed separately and implemented in India's education system. It will take some time to address the educational process that Ambedkar teaching teaches for the students of this country. If his ideas in the field of education, whether it was primary, higher or university education, were accepted they would make great a new addition to India's educational philosophy.

CONCLUSION:
Dr. Ambedkar had a deep relation with education and his writings slow expertise and in depth analysis of the subject. The Great leader has been restricted to the narrow position of being just a Dalits emancipator. His contributions towards education and his vision towards it should be traced and nurtured. Ambedkar realized education to be a priority for the society and for growth of individuals with character. Ambedkar also saw education as something that can create radical changes in an oppressed society and create avenues for change which are equal for all.

Ambedkar thoughts resonate with the current academic discourse and hence make him relevant, to bring in a perspective which has been missing. The perspective which is generated through struggled learning. That learning needs to be recognized and captured in textbooks, cutting across boundaries.

Dr. Ambedkar stated the principle Educate-Agitate-Organize. This order must be maintained to see the effective results of the movement for the upliftment of people in all aspect. He wanted the people to cultivate the values of freedom and equality among themselves; it is possible only through education. He regarded education as a means to reach the doors of light and perception to remove the regions of darkness and ignorance.

Ambedkar emphasized on secular education for social emancipation. He empha-

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sized on practical value of the things. His ideas and educational doctrines have been successfully demonstrated through the age, sex, through the best educational system of the world and their cherished ideals have already been incorporated directly or indirectly into educational system of modern India.

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